



Jurnal Pendidikan Edutama

Volumes 11 Number 2 July 2024
P-ISSN: 2339-2258 | E-ISSN: 2548-821X
IKIP PGRI Bojonegoro

Needs Analysis Development Teaching Materials Google Sites Appreciation Fairy Tales in Elementary Schools

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Keywords

Teaching Materials, Fairy Tale Appreciation, Needs Analysis, Google Sites

Abstract

Learning to appreciate fairy tales has not yet led to appreciation activities. Then, the use of teaching materials is generally still printed teaching materials. This research aims to present the results of a needs analysis for the development of Google Sites teaching materials for fairy tale appreciation learning in elementary schools. The method used in research is qualitative and data was collected through observation, interviews, document study & literature study. The research findings (1) students are more interested in digital-based learning, (2) the number of textbooks for learning activities is limited, (3) the existing teaching materials are still incomplete in explaining material regarding learning that leads to an appreciation of fairy tales. The needs analysis shows that there is a need to develop Google Sites teaching materials in learning fairy tale appreciation which can facilitate students to learn appreciation, one of them is by adding stages in appreciating fairy tales.

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Introduction

Learning to appreciate fairy tales is one part of literature learning in elementary schools. Fairy tales are defined as fictional stories that have the intention of entertaining but contain moral values (Habsari, 2017). Putri (2019) added that nowadays, fairy tales have a narrowing function, namely as a means of entertainment as well as conveying moral messages to children. The message in this fairy tale will be a good example and can bring changes both to students'

insight and attitudes in facing problems in their lives. In this case, so that the important messages contained in fairy tales are conveyed well to students, the implementation of fairy tale appreciation learning must involve students directly with literary works (Wahyudi, 2008). In line with this, Susanti, (2015) added that literary appreciation (including learning fairy tale appreciation) in schools is taught with the aim of training and developing students' skills in enjoying, appreciating, understanding, and utilizing literary works to develop personality, broaden their outlook on life, and improve language skills. In line with this opinion, Apriliya (2022) added that every reader of literary works not only enjoys literature for pleasure and understanding but also to find meaning in life. Paying attention to this opinion, to support the success of fairy tale appreciation learning, educators need to prepare teaching materials that contain material that leads to appreciation learning. In a learning process, a systematic set of materials that can provide an environment/atmosphere that allows students to learn is called teaching materials (Departemen Pendidikan Nasional, 2008). In line with this opinion, Apriliya (2020) stated that teaching materials or learning materials are an important component in the education system that plays a significant role in helping students achieve basic competency standards. The material in teaching materials must, of course, be able to facilitate students to learn. Apart from that, teaching materials need to be designed in such a way as to be interesting and entertaining so that students do not easily feel bored, and can even arouse their enthusiasm for learning (Sunami & Aslam, 2021). Innovation and creativity that are adapted to the needs of students and current developments are no less important. This is because based on the results of a survey conducted by UNICEF, the Indonesian Ministry of Communication and Information and Harvard University, USA (Ahmar & Rahman, 2017) reported the safety of media use in children and teenagers in Indonesia, the number of internet users in Indonesia is estimated to reach 30 million Indonesians or the equivalent of around 40% of the country's total population. This research aims to determine activities online carried out by children and adolescents. This research involved 400 respondents aged 10 to 19 years from all regions in Indonesia, both urban and rural. The results show that almost all (98%) children and adolescents know about the Internet, while around 79.5% of them claim to be active Internet users. Therefore, as educators, of course, you need to take advantage of existing opportunities by innovating to provide learning that is adapted to existing developments, with the hope that learning can be more relevant to students' conditions and able to bring about better changes in education.

Literary appreciation learning (including fairy tale appreciation learning) in schools tends not to lead to appreciation learning. This is because learning only requires memorizing literary history and literary figures and their works, for example, students are introduced to the biographies of writers but are not invited to deepen the meaning and moral messages contained in their literary works (Syahrul, 2017). Apart from that, there is another fact, namely that the existing teaching materials are still not able to provide what students need, this is because many of the teaching materials are prepared in the form of printed teaching materials (Tasmiyah et al., 2023). Tridiana & Rizal, (2020) added that technology and the internet have not been fully utilized by educators. Thus, the impact of this fact is that the teaching materials used are unattractive, monotonous, not contextual, and do not suit the needs of students (Prastowo,

2014). In line with this opinion, Prastowo (2011) also added that the quality of learning will be low if we continue to use conventional teaching materials without significant changes in creativity in developing innovative teaching materials.

Based on research carried out by (Arimbi & Sukartiningsih, 2021) who developed teaching materials for fairy tale appreciation, it was stated that in the process of learning literature (including learning to appreciate fairy tales) so far it has been considered not optimal due to limited teaching materials and materials for learning literary appreciation and in general educators during This only focuses on thematic books, so that learning feels monotonous, stiff, less substantial, less interesting and makes students' interest and enthusiasm for learning literature low. The researcher finally developed fairy tale appreciation teaching materials based on electronic books and the results showed that the teaching materials developed were very feasible and very practical for use in learning literary appreciation. Furthermore, based on research carried out by Hapsari & Sumartini (2016) who developed a book to enrich the appreciation of fables (fairy tales), it was stated that fable books are increasingly rare and so far, there has been no book that specifically discusses appreciation of fables. These books tend to focus on cognitive development or knowledge transfer, without integrating character values that are appropriate for students. Even though the graphics in the fable collection books are quite good, none of them include pictures or illustrations to support the book's content. The researcher finally developed an enrichment book (in printed form) regarding the appreciation of fables (fairy tales) by integrating character values. As a result, the book developed is in the very good category. This was concluded from the results of the assessments of educators and experts as well as student responses.

Taking into account the results of the literature study above, this research will focus on answering problems that are still lacking in several studies that have been carried out previously. This research will develop Google Sites-based teaching materials for learning fairy tale appreciation in elementary schools. The teaching materials developed will present material regarding the stages of appreciating fairy tales correctly. Apart from that, as an alternative, this research will utilize existing technological developments, namely non-printed teaching materials (other than electronic books) by developing teaching materials based on Google sites. The use of ICT in learning will help students increase their interest, and achievement and change their behavior (Mahrani et al., 2023). The use of technology can encourage and facilitate independent learning, develop students' skills, and change conventional patterns by providing learning opportunities that suit students' desires (Gregory & Bannister-Tyrrell, 2017). Educators can prepare interesting teaching materials and can increase students' interaction and enthusiasm for learning through the use of Google Sites Sulaiman, (2022) This is because Google sites can include various types of images, videos, and even animations (Jubaidah & Zulkarnain, 2020). Apart from that, Google Sites can add attachments or files (Habibullah et al., 2022). Google site-based teaching materials have the advantage that they can be used easily even by users who are new to their use (Harsanto, 2014). Google site-based teaching materials can be accessed via smartphones or other devices connected to the internet (Nalasari et al., 2021). Apart from that, Google Sites-based teaching materials can be easily accessed, with no

need to go to the library, can be accessed anywhere and anytime, have an attractive appearance, more affordable costs, and save storage space (Santoso et al., 2018). Integrated teaching materials digitally more practical to use and significantly reduce paper usage (Humairah & Wahyuni, 2024).

The importance of developing Google Sites-based teaching materials in learning fairy tale appreciation is supported by several previous studies conducted by (Tasmiyah, Rusmawati & Suhari, 2023; Habibullah et al., 2022; and Nalasari et al., 2021) who developed Google-based teaching materials sites at school. These three studies aim to assess the validity, practicality, and effectiveness of Google Sites teaching materials. The very good responses from educators and students obtained from these three studies show a percentage level exceeding 80%. In expert validation, namely material experts, language experts, media experts, and design experts, results were obtained with an overall percentage level exceeding 80%. It can be concluded that the three studies that have been conducted are classified as valid, practical, effective, and very suitable for use in school learning.

The development of teaching materials based on Google Sites for fairy tale appreciation learning in this research is tailored to the interests and needs of students, for this reason, it is necessary to carry out a needs analysis. Needs analysis can be done by analyzing the curriculum and teaching materials previously used at school. Then a needs analysis can also be carried out by analyzing the students at the school. It is hoped that the steps above can become the basis for developing teaching materials based on Google Sites for learning fairy tale appreciation that suits the needs in the field.

Method

The method used in research is qualitative. Qualitative research is defined as a type of research that focuses on deepening and interpreting data in the form of descriptions (Nurcaya, 2021). This method was chosen to determine the need for developing Google Sites-based teaching materials for fairy tale appreciation learning that are in line with needs in the field and to design Google Sites-based teaching materials to facilitate fairy tale appreciation learning in elementary schools. The subjects of this research were educators and class IV students in three state schools in the Tasikmalaya City and Regency areas. Data collection in this research was obtained from the results of literature reviews, interviews, observations, and document studies. Interviews were conducted with grade IV educators in three state elementary schools in the Tasikmalaya City and Regency areas. Interviews were conducted to find out information on fairy tale appreciation learning that has been carried out so far, which is useful as reference material for conducting needs analysis. Furthermore, observations were made during fairy tale appreciation learning in class. Observations were carried out to see directly the conditions of fairy tale appreciation learning carried out by educators. Meanwhile, document studies were carried out on the applicable curriculum and on teaching materials that had been prepared and used in learning fairy tale appreciation. Data processing refers to the stages in conducting data analysis according to Miles and Huberman. This data analysis starts with data reduction (Data

Reduction), data presentation (Data Display), and conclusion (Conclusions: Drawing/Verification) (Miles & Huberman, 1994).

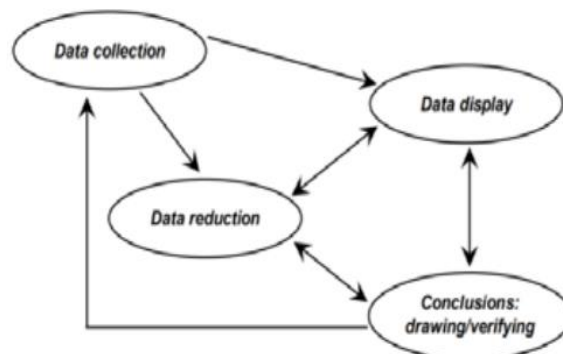


Figure 1. Components of Data Analysis (Miles & Huberman, 1994).

1. Data Collection

In this research, data was first collected through observation, interviews, and document study to find out field needs related to the use of teaching materials and learning to appreciate fairy tales. The things analyzed are analysis of learning outcomes and teaching materials used in schools. Apart from that, at this stage, an analysis of fairy tale appreciation learning is carried out. After all data from observations and interviews have been collected, the next stage is data analysis.

2. Data Reduction

At this stage, data is selected that has previously been collected through a process of observation, interviews, and document study. Data selection is carried out by paying attention to the alignment and importance of the data with the research studies.

3. Data Display

The data that has been selected is then presented and described according to needs. The data is presented using tables to make it easier for readers to understand the contents of the data.

4. Conclusions

At this stage, the researcher obtained results in the form of conclusions related to the needs analysis for developing teaching materials for fairy tale appreciation.

Results and Discussion

Results

1. Analysis of the suitability of learning outcomes with fairy tale appreciation learning

Analysis was carried out first on learning outcomes related to fairy tale appreciation learning in class IV. The results obtained were that the three schools used an independent curriculum in the learning carried out. Based on the analysis, there are learning outcomes based on reading and viewing elements, namely

Table 1. Learning Achievements of Fairy Tale Appreciation Learning

Learning Access
Students can explain the things faced by the story characters in the narrative text.

2. Analysis of Teaching Materials for Learning Fairy Tale Appreciation

The analysis carried out is related to teaching materials in schools. Just like the analysis of learning outcomes, the analysis of teaching materials also uses observation, interviews, and document studies as sources of data collection. The results obtained will be described in the following table.

Table 2. Results of Analysis of Types and Sources of Teaching Materials Used

School name	No	Types of Teaching Materials Used	Teaching Materials Resources Used
Elementary School (A)	1.	The teaching materials used are conventional types (printed books).	The source of teaching materials used by the three schools (Primary Schools A, B, C) comes from the Ministry of Education and Culture with the title "Bahasa Indonesia untuk Kelas IV SD" and from Erlangga with the title "ESPS untuk Kelas IV SD".
Elementary School (B)	2.	The teaching materials used are varied, some are conventional (printed books) and others digital. Teaching materials used displaying material via Microsoft PowerPoint.	
Elementary School (C)	3.	The teaching materials used are conventional types (printed books).	

3. Educator Interview Results

Table 3. Interview Results with Three Educators at Elementary School (A, B, C)

No	A list of questions	Answer
1.	What kind of teaching materials do you use in learning to appreciate fairy tales? Is it in conventional form (printed book) or digital form?	Elementary School (A & C) The teaching materials used are conventional types (printed books). Elementary School (B) The types of teaching materials used are varied, some are conventional (printed books) and some are conventional (printed books). digital. Teaching materials used displaying material via Microsoft PowerPoint.
2.	Where do the teaching materials used by you in learning to appreciate fairy tales come from?	Elementary School (A, B, C) The source of teaching materials used comes from the Ministry of Education and Culture with the title "Bahasa Indonesia untuk Kelas IV SD" and from Erlangga with the title "ESPS untuk Kelas IV SD".
3.	In your opinion, what are the learning outcomes of students using the teaching materials that have been used by you in the literary appreciation learning process, especially fairy tales?	Elementary School (A) The existence of teaching materials in learning has helped to develop a direction that is certainly better in the learning process of fairy tale appreciation. Elementary School (B) The results of student learning using the teaching materials that have been used so far are good.

No	A list of questions	Answer
		Elementary School (C) The learning outcomes of students using the teaching materials that have been used so far can be said to be good. Students can understand the substance of the contents of fairy tales.
4.	Do you experience obstacles in using teaching materials when learning fairy tale appreciation? If so, what obstacles do you often face? and what did you do to face these obstacles or constraints?	Elementary School (A) Considering that the teaching materials used are conventional, the obstacle is the limited number of textbooks for learning activities. In facing these obstacles, educators usually always prepare well before learning. The limited number of textbooks that educators use usually requires students to use 1 book by 2 people.
		Elementary School (B & C) So far there have been no obstacles in using the teaching materials used so far in learning fairy tale appreciation.
5.	In your opinion, is developing teaching materials something that needs to be done in learning to appreciate fairy tales? If necessary, in your opinion, what kind of suggestions for developing teaching materials need to be made for learning to appreciate fairy tales?	Elementary School (A) According to educators, it is necessary so that teaching materials are not monotonous. The suggestion is that teaching materials be adapted to the needs and character of students. Then another suggestion is to use and maximize technological developments to help the learning process. Then students are more interested in digital-based things, and student motivation always increases.
		Elementary School (B) According to educators, it is necessary. The suggestion is that the teaching materials that are prepared can be interesting for students, both in terms of the content of the fairy tale and the presentation and design of the fairy tale. Then, based on the results of educators' observations, students are more interested in digital-based learning.
		Elementary School (C) According to educators, it is necessary. The suggestion is that teaching materials be adapted to the needs and characteristics of students.

Discussion

1. Correspondence of Learning Achievements with Fairy Tale Appreciation Learning

The learning outcomes previously used by educators are (students can explain the things faced by story characters in narrative texts). Paying attention to these learning outcomes shows that in class IV there are learning outcomes related to learning to appreciate fairy tales, even though they are not explicitly written down directly. Narrative text contained in learning outcomes has the meaning of writing that tells an event, whether it is taking place or has passed (Widyaningsih, 2019). The purpose of narrative text is to provide information to readers to expand their knowledge and inspire the reader's

imagination (Ambarsari et al., 2023). According to Reskian, (2010), there are four types of narrative essays, including (1) informative narrative, intended to communicate information about a particular topic, event, or individual story, (2) expository narrative, aimed at providing information about someone's story based on facts, (3) artistic narrative, aims to convey a message based on facts without suggestive elements, by presenting objective statements (4) suggestive narrative, aims to describe stories originating from the writer's imagination or imagination, this narrative is usually found in various types of works such as short stories, saga, fairy tales, and novels. Paying attention to the opinion above, if it is related to learning to appreciate fairy tales, the narrative used is a suggestive type of narrative. In the learning process, students are more interested in the material presented by educators through fairy tales or imagination (Ambarsari, et al, 2023).

2. Teaching Materials for Learning Appreciation of Fairy Tales

Four aspects are the focus for analyzing teaching materials previously used by educators in fairy tale appreciation learning, including aspects of content, language, presentation, and graphics. Badan Standar Nasional Pendidikan, 2006; Departemen Pendidikan Nasional, 2008; Permendikbud No. 22 tahun 2022 these four aspects are components contained in teaching materials.

The content aspect contained in previous teaching materials used by educators when related to learning to appreciate fairy tales is that there is material that leads to learning how to appreciate a fairy tale. This is because appreciation activities are the main focus of literature learning (Djuanda, 2014). As explained in the analysis results section, there are two sources from two different publishers that are used as teaching materials for learning fairy tale appreciation. The composition of the material contained in the teaching materials from the first source (publisher of the Kemendikbud) consists of the content of fairy tales and several questions that lead to fairy tale appreciation activities. However, the existing questions are still not complete enough to facilitate students in carrying out fairy tale appreciation activities. In contrast to the first source, in the second source (Erlangga publisher) the material presented is quite complete, consisting of a definition of a fairy tale, the contents of a fairy tale, the message and purpose of a fairy tale, a review of a fairy tale, and a summary of a fairy tale. Then, regarding the linguistic aspects of the previous teaching materials used by educators, they were by the student's development, communicative, and interactive, and the use of language was by good and correct Indonesian language rules.

The presentation aspect of previous teaching materials used by educators contains elements of interaction between educators and students, has clear objectives, and indicators to be achieved, and provides motivation. However, the presentation of teaching materials lacks complete information regarding fairy tale appreciation activities and the teaching materials presented would be better if presented in digital form, this is because based on the results of interviews with educators showed that student's motivation always increases if learning is presented digitally, students are more interested in things that are based on learning digital. As for the graphic aspect, namely the use of letters (including type and size settings), cover, layout, illustrations, images, and display design are appropriate and attractive.

3. Educator Interview Results

Based on the results of the interviews, the three educators explained that the teaching materials used previously in fairy tale appreciation learning were able to help students develop in a direction that was certainly better in the fairy tale appreciation learning process, students were able to understand the substance of the fairy tale content. In line with this opinion, teaching materials are considered a means of learning, a source of knowledge, and a means of practicing mastering certain learning programs (Kosasih, 2021).

The obstacles that existed when using previous teaching materials in fairy tale appreciation learning were based on the results of interviews according to one of the educators, namely considering that the teaching materials used were in conventional form, the obstacle was the limited number of textbooks for learning activities. Paying attention to this opinion, ideally, every student should be facilitated to have a textbook. This is because the abilities of each student are different, according to Kosasih (2021), including the existence of teaching materials, students can study the material in the order they choose, at their own pace, wherever and whenever, and have the ability to learn independently. One strategy that can be implemented by educators is collaboration in the use of teaching materials that integrate digital technology, to create interactive, innovative, and creative learning which is of course presented with a more modern appearance, so that it can provide a different learning experience than before (Insani et al., 2023).

Suggestions for developing teaching materials from the three educators are that teaching materials should not be monotonous. Then teaching materials need to be adapted to the needs and characteristics of students. Teaching materials need to be designed to be attractive to students, both in terms of the content of the story and the presentation and design of the story. Another suggestion is the need to use and maximize technological developments to help the learning process, this is because students are more interested in digital-based things, and student motivation always increases. In line with this opinion, (Gusman et al., 2021) added that digital teaching materials are an innovation that makes students more interested in participating in learning both inside and outside the classroom because the use of these teaching materials is efficient, economical, and easy. understood by students. Paying attention to this opinion, developing teaching materials is something that needs to be done, considering that science and technology continue to develop following changing times. The development carried out certainly needs to pay attention to the needs in the field. Apart from that, suggestions from experts who have experience are also important to consider.

The development of this teaching material will be carried out on a digital basis by utilizing one of the platforms, namely Google Sites. Google sites-based teaching materials were chosen because Google Sites can make the appearance of teaching materials more attractive, this is because digital-based teaching materials are equipped with hyperlinks, animations, and moving images to provide a new learning experience which is certainly not boring (Elvarita, Iriani, 2020). The contents of the teaching materials are designed first using an application called Canva and then entered into Google Sites. The teaching materials that are prepared will pay attention to the characteristics of digital teaching materials developed according to Fausih & Danang, (2015), including (1) self-instructional which refers to a single learning material to ensure focus on the content being taught, (2) self-

contained refers to the completeness of the contents of the learning materials contained in the teaching materials (3) stand-alone indicates that the teaching materials can stand alone without being too dependent on other teaching materials, (4) adaptive shows the ability of the teaching materials to adapt to student characteristics, and (5) user-friendly implies ease of use for users such as students and educators. Apart from that, teaching materials will also adapt to the components of teaching materials consisting of aspects of content, language, presentation, and graphics according to (Badan Standar Nasional Pendidikan 2006; Departemen Pendidikan Nasional, 2008; Permendikbud No. 22 of 2022). The material in teaching materials will be equipped with stages or steps in appreciating fairy tales. Fairy tale appreciation activities are carried out receptively, meaning that readers of new literary works are in the absorption stage, exploring the content ordered in the literary works they read. They have not produced anything as a product of their appreciation activities (Umar, 2017). Literary appreciation activities according to Prakoso, (2019) were carried out through stages of understanding, responding, judge.

Conclusion

Teaching materials as a learning tool that makes an important contribution to the teaching and learning process should ideally be able to facilitate both students and educators. As time goes by, the preparation of teaching materials needs to pay attention to aspects of students' needs and interests that are adapted to existing conditions. This is so that science will continue to develop and be renewed. Therefore, developing teaching materials is something that needs to be done. The need in the field regarding the up-to-dateness and completeness of material in learning fairy tale appreciation is something that needs to be resolved. Google site-based teaching materials for learning fairy tale appreciation are one of the solutions offered in this research because they provide many benefits for learning. This teaching material also provides a new and interesting experience because it is digital. Apart from that, this teaching material also has complete material in the form of stages that lead to learning to appreciate fairy tales.

Authorship Contribution Statement

Alwini: Generating ideas and conceptualization, developing research designs, field research including data collection, data analysis, data presentation, compiling results, and managing the entire research process. Apriliya: Generated ideas and conceptualization, and supervised research. Putri: Generates ideas and conceptualization, and supervised research.

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